


Lessons Learned: Developing an online research update

Jodi Dworkin (jdworkin@umn.edu)
Asst Professor & Extension Specialist
Dept of Family Social Science

Colleen Gengler
Family Relations Educator
University of Minnesota Extension Service

Kathleen Olson
Family Relations Educator
University of Minnesota Extension Service





Program Goals

- 1) Explore current research in normative adolescent development and what it means for the parent-adolescent relationship and the bi-directional relationship between teens and parents. 2) Consider the implications for day to day work.
- Five content areas:
 - The family as a system; Normative adolescent development; Parenting styles; The bi-directional parent-child relationship; Agency in adolescence
- Target audience:
 - School personnel, counselors, social workers, faith-based staff, parent educators, public health staff, staff in community organizations and agencies



Lessons Learned: Needs assessment

- ❑ Survey of online professional development needs and goals (n=157; 14 states)
- ❑ Content is most important, convenience and time commitment are second in importance
- ❑ Audience needs to be motivated to stay engaged
- ❑ Technological literacy
- ❑ Consider collaboration and blended courses

Senyurekli, A. R., Dworkin, J., & Dickinson, J. (2006). On-line professional development for U.S. Extension Educators. *Journal of Extension* [On-line], 44(3). Available at: <http://www.joe.org/joe/2006june/rb1.shtml>



Lessons Learned: Needs assessment

- 95% are “interested” or “very interested” in participating online vs. face-to-face
 - Cost for 1 hr of professional dev
 - 58.8% would pay \$20-\$39, 23.5% would pay \$40 or more
 - 70% would want the info available for 2-3 months
 - 80% log in from work (63% with a high speed connection)
-

You are currently on: **Home Page**

What's New With Teens and Their Families?

Research Update for Professionals



[Course Introduction](#)

Find helpful information both about this course and about using WebCT Vista.



[Course Topics](#)

Course segments listed by topic are located here.



[Presentations](#)

All course presentations shown in the lessons are located here for easy reference.



[Research Summaries](#)

See a summary of research articles used in developing this course.



[Course Evaluation](#)



[Resources](#)



Course Topics



[Introduction](#)



[Lesson 1 - Adolescent and Family Development](#)



[Lesson 2 - The Family as a System](#)



[Lesson 3 - Bi-directionality in the Family System](#)



[Additional Resources and Evaluation](#)



Evaluation:

Online (n=76) vs. face-to-face (n=142)

- Participants in both formats reported a statistically significant increase in knowledge in all five content areas
- Online participants started out with a mean understanding sig lower in family as a system, norm adol dev, agency (approaches sig)
- Face-to-face participants ended with a mean understanding sig higher in family as a system, norm adol dev, *parenting styles*, agency (approaches sig)



Evaluation: Online vs. face-to-face

- No difference in mean by format:
 - “Caused me to think in new ways”
 - “Learned something new from the material”
 - “I will use the research summaries”
- Significant difference in mean by format:
 - “The resource lists will be useful”
(face-to-face higher)
 - “In my work with families, the information presented was” - not useful to very useful
(online higher)



Lessons Learned: Implementation

☐ WebCT

- 94.7% agree or strongly agree – “I would regard the technology as a positive aspect of this course.”
- 82.9% agree or strongly agree – “The course technology helped me learn.”

☐ Threaded discussion

☐ Registration

☐ Marketing
